



























Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Primary)







This is not an exhaustive checklist. It is intended to assist the board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day -4 hours 40 minutes (infants); 5 hour 40 minutes (1 st -6 th classes)	Circular 11/95	School year  School day 	
Standardisation of school year	Circular 0009/2017		
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02		
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records (Clárleabhar, Leabhar Rolla and Leabhar Tinrimh Laethúil) following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015		
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03		
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000		
Development of school plan	Section 21, Education Act 1998		
Engagement with SSE process	Circular 39/2016		
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,		
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017		

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015		
Exemption from Irish	Circular 12/96		
Deployment of Teachers	Staffing arrangements for the 2017/18 school year Circular 0017/17 Special Education Teaching Allocation Model Circular 0013/2017		
Posts of Responsibilities	Circular 0063 / 2017 – Leadership and Management in Primary Schools		
Seniority of primary teachers	Circular 0015/2016		
Release Time for Principal Teachers in Primary Schools	Circular 0012/2016	N/A	
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14		
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,		
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017		
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015		
Grant Scheme for ICT Infrastructure – 2017/18 School Year	Circular 0001/2017		
Implementation of child protection procedures	Circular 0065/2011		
	Please record the following in relation to child protection.		
	Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed		
Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed	0		
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017 (Statutory requirements for retrospective vetting)		

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed										
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act</p> <p>Please record the following in relation to complaints</p> <table border="1" data-bbox="352 434 868 667"> <tr> <td data-bbox="352 434 868 517">Number of formal parental complaints received</td> <td data-bbox="868 434 983 517">0</td> </tr> <tr> <td data-bbox="352 517 868 577">Number of formal complaints processed</td> <td data-bbox="868 517 983 577">N/A</td> </tr> <tr> <td data-bbox="352 577 868 667">Number of formal complaints not fully processed by the end of this school year</td> <td data-bbox="868 577 983 667">N/A</td> </tr> </table>	Number of formal parental complaints received	0	Number of formal complaints processed	N/A	Number of formal complaints not fully processed by the end of this school year	N/A						
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Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="352 813 868 1102"> <tr> <td data-bbox="352 813 868 873">Number of section 29 cases taken against the school</td> <td data-bbox="868 813 983 873">0</td> </tr> <tr> <td data-bbox="352 873 868 934">Number of cases processed at informal stage</td> <td data-bbox="868 873 983 934">0</td> </tr> <tr> <td data-bbox="352 934 868 994">Number of cases heard</td> <td data-bbox="868 934 983 994">N/A</td> </tr> <tr> <td data-bbox="352 994 868 1055">Number of appeals upheld</td> <td data-bbox="868 994 983 1055">N/A</td> </tr> <tr> <td data-bbox="352 1055 868 1102">Number of appeals dismissed</td> <td data-bbox="868 1055 983 1102">N/A</td> </tr> </table>	Number of section 29 cases taken against the school	0	Number of cases processed at informal stage	0	Number of cases heard	N/A	Number of appeals upheld	N/A	Number of appeals dismissed	N/A		
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Number of appeals upheld	N/A												
Number of appeals dismissed	N/A												
Suspension of students	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="352 1247 868 1585"> <tr> <td data-bbox="352 1247 868 1308">Number of section 29 cases taken against the school</td> <td data-bbox="868 1247 983 1308">0</td> </tr> <tr> <td data-bbox="352 1308 868 1368">Number of cases processed at informal stage</td> <td data-bbox="868 1308 983 1368">N/A</td> </tr> <tr> <td data-bbox="352 1368 868 1429">Number of cases heard</td> <td data-bbox="868 1368 983 1429">N/A</td> </tr> <tr> <td data-bbox="352 1429 868 1489">Number of appeals upheld</td> <td data-bbox="868 1429 983 1489">N/A</td> </tr> <tr> <td data-bbox="352 1489 868 1585">Number of appeals dismissed</td> <td data-bbox="868 1489 983 1585">N/A</td> </tr> </table>	Number of section 29 cases taken against the school	0	Number of cases processed at informal stage	N/A	Number of cases heard	N/A	Number of appeals upheld	N/A	Number of appeals dismissed	N/A		
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Expulsion of students	<p>Section 29 Education Act 1998</p> <p>Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <table border="1" data-bbox="352 1731 868 2054"> <tr> <td data-bbox="352 1731 868 1792">Number of section 29 cases taken against the school</td> <td data-bbox="868 1731 983 1792">0</td> </tr> <tr> <td data-bbox="352 1792 868 1852">Number of cases processed at informal stage</td> <td data-bbox="868 1792 983 1852">N/A</td> </tr> <tr> <td data-bbox="352 1852 868 1912">Number of cases heard</td> <td data-bbox="868 1852 983 1912">N/A</td> </tr> <tr> <td data-bbox="352 1912 868 1973">Number of appeals upheld</td> <td data-bbox="868 1912 983 1973">N/A</td> </tr> <tr> <td data-bbox="352 1973 868 2054">Number of appeals dismissed</td> <td data-bbox="868 1973 983 2054">N/A</td> </tr> </table>	Number of section 29 cases taken against the school	0	Number of cases processed at informal stage	N/A	Number of cases heard	N/A	Number of appeals upheld	N/A	Number of appeals dismissed	N/A		
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Appendix to School Self-Evaluation Report: Policy checklist (Primary)


Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998		
Attendance and participation strategy ¹	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011		
Child protection policy	Circular 0065/2011		
Code of behaviour ² including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005		Dignity in the Workplace Charter will be addressed during 2018/2019
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016		
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003		Data Protection Policy will be reviewed again during 2018/2019
Health and safety statement	Section 20 Health and Safety Act 2005		
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie		
Parents as partners	Circular 24/91		
Public service agreement – special needs assistants	Circular 71/11		
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)		
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines		
Special educational needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) ⁴ 2004 Disability Act 2005 Circular RAM –SEN (2017)		

¹ Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

² Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

³ Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

⁴ The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.

For DEIS schools only: DEIS Action Plan	DEIS Plan 2017/2018 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)		
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